

Application and Types of Training Strategies in Vocational Education

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Abstract: *It is known that some people who apply for vocational training have some difficulties in perceiving the content in their minds and in making a conscious decision. It should be kept in mind that the education strategy should be chosen and the education should be organized by considering the characteristics of the environment. The article focuses on determining the educational strategies to create an effective learning environment in vocational education and training, taking into account the characteristics of the environment and the content of the specialty.*

Keywords — vocational education and training, learning strategy, learning process, effective learning.

1. INTRODUCTION

Vocational education has a very important position in the education system of Azerbaijan. Therefore, the system of vocational education is constantly being developed by our state, and the program of integration of vocational education into world standards is being successfully implemented. The rapid development of the first vocational education in our country, both in terms of quantity and quality, began during the presidency of the founder of the democratic Republic of Azerbaijan Heydar Aliyev. It is no coincidence that large industrial centers, factories and plants have been built in our country under the leadership of the great leader. As a result of H.Aliyev's advanced policy, the development of not only the production economy, but also vocational education institutions began. By the decree of President Ilham Aliyev dated December 6, 2016, the "Strategic Roadmap for the Development of Vocational Education and Training" was adopted, which proves the role of vocational education in the socio-economic development of the state and state support for vocational education. One of the most important tasks of all purposeful reforms carried out by the state was to improve the quality of vocational schools (as well as other profiles), to eliminate shortcomings in the operation (both teaching and management). And it also consists of organizing the training of qualified personnel in accordance with the requirements of the labor market [1,3]. Of course, the undeniable role of vocational education institutions, which create opportunities for vocational education during the implementation of these programs, is very important.

2. THE ESSENCE OF TRAINING STRATEGIES

The creation of specific sectoral programs in the system of vocational education and training of the Republic of Azerbaijan until 2020 and the application of tools to promote the achievement of goals in vocational education and training is based on the effective delivery of learning outcomes. The realization of the content line and the organization of student-teacher communication is one of the main goals of the initial stage of teaching [4].

Each lesson is taught by a master of industrial training, general and specialty subject teacher, knowledge and skills of the audience, learning objectives, methodological capabilities, volume of training material, level of complexity, etc. should be organized taking into account such factors [4,5]. It is no coincidence that the lessons taught by a creative teacher on the same subject in parallel classes never duplicate each other, differing from each other in methodological nuances, findings, originality, uniqueness.

All the work done by an individual in everyday life takes place either in writing or within the framework of an established strategy in the mind. The establishment of the strategy ensures that the planned work occurs at the desired time and quality. The concept of strategy, which we often come across, can be understood as a way to achieve a set goal. This concept is also used in the pedagogical field. From the point of view of the learning process, it can be understood as a "follow-up path" to convey the intended knowledge and skills. The training strategy has a very broad perspective within the general approach and defines the direction of all processes from the definition of activities for the learning environment to the assessment process. In other words, a learning strategy is a

commonly used way of determining the role of the educator and the learner in the teaching-learning phase.

3. CONCLUSION

Based on these ideas, we can also call the training methods and tools aimed at developing the goals set for the delivery of the training strategy and the general perspective that plays a role in determining the characteristics of the environment. With the training strategy, "how does the learning process take place?" External factors are regulated in order to intersect the training stages necessary for the learners to reach the goal. The source of the training strategy is taken from the education law, model and approaches, on the other hand, it creates conditions for the definition of methods, techniques and tools.

The chosen strategy determines the form of the training process, what points can be included in the training and teaching activities, the stages of the training and the environment and the type of communication. The planning of the training process and the transformation of this plan into a form of implementation is based on strategic attacks. There are different ways, in other words, strategies, in the implementation of the content line in the training process. In this sense, the strategy shows the general direction and boundaries of the path we have chosen. By defining the strategy, the educator plans the general structure of the inter-modular and extra-modular activities, the place of the learners in this activity and the general structure of the learning process. One of the steps that teachers and industrial trainers should follow is to follow the integrative principle in the teaching of vocational subjects and at the same time general education subjects.

When deciding which strategy to apply in the training process, there are internal and external factors that influence this decision process. The degree of adaptation of the teacher to modern learning technologies can be indicated by the goals, content, philosophical points based on the learning process, duration of training, economic indicators, characteristics of the environment and the size of the audience. If we are talking about the vocational education system, one factor must be taken into account. As mentioned earlier, the level of knowledge of students should be one of the main criteria in choosing a training strategy. The teacher factor also plays an important role here. The educator must have the ability to organize the teaching process in a productive way, provided that the learning outcomes of the subject curricula covered by abstract concepts are adapted to the level of knowledge of the audience.

Subject teachers and industrial training masters should be familiar with almost all training strategies, but at the application stage of the strategies, they may determine that some strategies are more appropriate and can be transformed into a simpler application, depending on the level of the audience. Instead of spontaneously adopting strategies that are simple for them, learners should develop the skills to apply different strategies and aim to provide more opportunities for learners.

Determining the training strategy to be used in the training process and turning it into an application form requires special attention and qualification. It is important to know the available strategies and the characteristics of these strategies in order to be able to feel which training strategies are effective in which situations. As can be seen, the main role here falls on subject teachers and production training masters. We can say that the high average age of educators working in vocational schools in recent years has prevented significant development in this area. Since the modular textbooks are already based on active learning methods, there is a need for educators with high qualities and research tendencies at the stage of realization of the content line of learning outcomes.

4. RESULT

In general, training strategies are very diverse in type [5.6]. However, the active use of three main training strategies is suggested for teaching adapted and modular teaching aids to the vocational education system. These training strategies are as follows:

1. Presentation-based learning strategy;
2. Discovery learning strategy;
3. Research-based learning strategy.

We noted that for the effective implementation of relevant training strategies in the training process, the essence of the strategy must be fully understood by production training masters and subject teachers [6]. To this end, it is necessary to look at the main features, planning, application opportunities, advantages, side effects and other issues of these strategies.

4. REFERENCES

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